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ABSTRACT

This learning skills program was developed for the Open Classroom, an auto-tutorial learning laboratory at Skagit Valley College (Washington). The four-unit course is designed to develop basic academic skills other than reading, including: (I) following instructions; (II) listening; (III) taking notes; and (IV) self-direction. The core course begins in a conventional small group format, meeting three days per week. After the completion of Unit III, the meeting schedule is reduced to once per week. Units I-III are scheduled to be completed early in the term, and are pursued outside the class meetings as homework. Unit IV begins at the first or second meeting without a fixed schedule of completion. Additional work, to be completed to achieve higher grades, is organized into the Tiger Learning Project File. The masters for the file are supplied in this document on 8 1/2" by 11" stock, but copies may be cut to 5" by 8" card stock. The project file is designed to enable the student to apply his newly acquired learning skills to his ongoing course work. Thus, units are provided to correspond with the whole range of academic disciplines. Parts of the course syllabus are designed to be used in conjunction with two different textbooks and various recorded materials. (NHM)

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TIGER

LEARNING SKILLS

Course outline
Course syllabus
Project file

SUMMARY. This publication contains finished and tested materials for a learning-skills-minus-reading program: a basic course and extensive sequential modules.

These materials will be modified and extended in the Greenbook Abstract & Catalog, *an occasional paper published through ERIC.*

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I would welcome criticism and suggestions; and would be happy to correspond over technical questions with users.

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Tiger
Learning Skills

TIGER LEARNING SKILLS. Course outline
by Walter A. Coole, Skagit Valley
College

Skagit Valley College course number: Education 105

Quarter credits: 1 *Semester credits:* 1

Average student completion time: 35 hours

Goal. Unlike other Open Classroom courses, the Tiger Learning Skills program does recognize the grade of "C" to a limited extent: the basic ("core") course is aimed at equipping the student to maintain a "gentlemen's C." I realize that a "C" to "C+" grade-point average is no more than planned mediocrity; but some students--for reasons known best by them--aspire to nothing more.

By applying skills acquired in this basic course, the student can attain that modest "C+" target, provided that he or she also acquires and applies reading skills requisite to the subjects undertaken.

The more ambitious student can extend general academic skills, as well as more specialized ones, by selecting and pursuing modules of study from the Project File: "A" projects for the basic course and for individual learning contracts for advanced work. The Tiger Learning Skills Project File might well be dipped into continuously throughout an academic career--even into graduate school.

You will note in reviewing the basic course and the Project File, a paucity of material on reading skills. Indeed, a high degree of literacy is essential for success in acquiring knowledge efficiently. I've left this critical area to the competent reading specialist and turned my attention to the many other performances that academic projects demand of even moderately successful students.

Performance ojbectives. At the end of the basic course (for a grade of "B") the student should be able to...*

I. follow, correctly, well-written but complex instructions and tell why the ability to follow directions is important in other than authoritarian contexts such as learning sequences, recipes, etc.;

II. (a) comprehend thoroughly and retain for a reasonable time, 95% of the content of a 10-minute ordinary-language monologue delivered in les-than-optimal listening conditions (ie. interruptions, background noises) (b) extract systematically, 90% of the content of a recorded lecture of minimal quality, operating correctly, standard cassette-playing equipment and observing the "etiquette" of

*Roman numerals indicate the units of the core course

materials usage;
III. take standard college lecture notes, (a) identifying and recording the subject or topic the speaker is addressing, (b) organizing the main body of the lecture into main points, subpoints, and details, (c) omitting redundant material and limiting notes to relevant facts and ideas, (d) using single words or phrases to represent facts and ideas rather than writing down every word, (e) indenting and labeling notes, using headings and sub-headings, and breaking up notes with charts, tables, and diagrams, (f) using special techniques for taking notes from taped lectures, interacting successfully with speakers whose lectures are recorded, arguing effectively with teachers who record their lectures;
IV. organize and manage academic time and effort systematically, (a) expressing academic goals cogently, (b) developing segmented linear projects--with tangible terminal objectives--to approach those goals, (c) using a "plan-execute-and-review" model, distinguish "forward weeks" from "backward" and "stagnant" ones, and increase the number and proportion of "forward weeks".

Entry. As with any collegiate-level course of study, the student must have some previously-acquired competencies. To enter the basic Tiger Learning Skills course, the student should...

A. read at not less than eighth-grade level
B. express himself fluently in English
C. be willing to change habits and counter-productive attitudes when they conflict with the attainment important personal and academic goals
D. demand of himself--or herself--some form of systematic organization of effort and resources

"A" Projects

To progress from a grade of "B" to an "A", the student must choose between...

--acting as a student coach for at least 20 hours on a schedule, assisting other students with course materials and problems encountered in the basic course

or --completing 15 hours (rated) work from the Tiger Learning Skills Project File.

Should the student complete the basic course before the end of the term but not be able to complete the additional work, the latter may be completed the following term.

If the student completes more than 15 hours' of project work, the excess may be applied toward additional credit-work in an independent-study contract, subsequently.

Course administration

Unlike other Open Classroom courses, the core course begins in a conventional small-group discussion format, meeting three days a week (evenings and summer sessions vary informally). Units I-III are scheduled to be completed early in the term and are pursued outside the class meetings as homework. Results and principles are discussed informally, according to interest expressed by the students. Unit IV begins at the first or second meeting without a fixed schedule of completion.

As Units I-III are completed, students are released from the three-times-a-week schedule in favor of a once-a-week meeting. Considerable variance of schedule occurs to account for such factors as:

interest-grouping
student-schedule
teacher-convenience

In the course syllabus, the student is provided only with materials for two lessons--more-or-less common starting grounds. From that point on, the instructor issues worksheets piecemeal or develops alternatives as the student's reactions vary. Always, however, the general strategy is defined by the sequence of objectives given on page 2 of this course outline.

Once the student has developed his/her thinking to the weekly-plan level, however, the subject matter of the conference is organized around this sequence of questions:

1. What were last week's objectives and how did you plan to accomplish them? (Refer to weekly planning sheet.)
2. Are you satisfied with your progress? (Count the "wins", "partial wins", and "flops".)
3. What do you plan to accomplish this week?
4. What difficulties does the instructor (or coach or other students) anticipate? Do you consider these comments worth considering? If so, how will they affect your planning?

Once established as a pattern, each week's work becomes a drill in planning, executing, and reviewing.

Teacher preparation. Any liberal arts or scientific academic degree through the master's level provides a basis for teaching this course. It is quite helpful to have completed one program of the *Greenbook System*.

Before undertaking to teach the course, the teacher should have mastered the content of Units I-III and all Project File modules on listening and notetaking.

In preparation for Unit IV, the teacher should master the content of Robert Mager's *Goal Analysis*, attending to the fact that much of the goal-identification game is an exercise in selecting the correct words; the latter process being (surprisingly enough!) enhanced by use of the *OED* and *Roget's Thesaurus*.

In administering the Project File materials, the teacher must be familiar with the content of each.

Tiger
Learning Skills

TIGER LEARNING SKILLS. Course Syllabus by Walter A. Coole, Skagit Valley College

Goal.

Your goal in this course will be to master some basic learning skills that are usually sufficient to maintain a grade-average of C+ during your college career *provided that you also...*

1. apply the skills you've learned
2. have reading skills necessary to carry out the learning tasks you encounter in future college work

We realize that a C-average is not a dramatic measure of success, but it's enough to keep you in good standing; and it's a good "platform" from which to work for higher capabilities.

In subsequent Tiger Learning Skills courses, you will be able to attain even more sophisticated learning capabilities.

Course Content.

This course consists of four units concerned with:

I. following directions (4)

II. listening (6)

III. taking notes (8)

IV. self-direction (15)

The figures given in parentheses give the average completion-time for each unit. Each student's progress will be different--some taking more; some, less.

Units I-III will be done mostly out of class. Unit IV will be learned parallel to the other three, and its work will begin immediately.

Materials.

The following are materials you are expected to furnish*...

Notebook, pencil, paper, this syllabus

Xerox Effective Listening Student Response Book

Student Record Sheets for Midloch: *Following Directions* (Series E-F and G) California Test Bureau.

All other materials for the basic course are provided.

Grading.

To recieve a grade of "B", you must complete all four units; to procede to a grade of "A", you may act as a coach for other students in the course, or you may elect from among a number of optional projects. (See the instructor about this EARLY!)

Timing.

Your instructor will provide you with target dates for completing each unit. Write them here:

UNIT	Completion date
I	_____
II	_____
III	_____
IV	_____

You may procede faster than this pace if you wish, but must meet this schedule to remain enrolled in the course.

*Some of the "A" projects will require extra texts, most of which are inexpensive.

UNIT I

Your *objectives* for this unit will be to be able to...

--follow, correctly, well-written but complex instructions

--understand that directions may be given in other than authoritarian contexts

Materials: paper, pencil, Student Record Sheets, and (to be obtained from your instructor) Midloch: *Following Directions* Series E-F and Series G.

Use the booklet for directions on how to fill out the Record Sheets.

When you complete each Record Sheet, show it to your instructor--then, store the Record Sheet in your notebook.

As soon as you complete the second Record Sheet, you have completed the unit.

Proceed to Unit II.

UNIT II

Your *objective* for this unit will be to demostrate the ability to...

--comprehend thoroughly and retain for a reasonable time, 95% of the content of a 10-minute ordinary-language monologue delivered in less-than optimal listening conditions (ie. interruptions, background noise);
--extract systematically, 90% of the content of a recorded lecture of minimal quality, operating correctly, standard cassette-playing equipment and observing the"etiquette" of materials usage.

Materials: paper, pencil, *Effective Listening Response* Book.

The following assignment will both explain the importance of these objectives and help you attain the objectives.

--Read: *Effective Listening*, pp. iv-xiv.
--From the library, obtain Ralph Nichols: "Listening is Good Business".*
Take notes from the recording by filling in the blanks...

Notes on Dr. Nichols' speech....LISTENING IS GOOD BUSINESS

Efficiency of normal, untrained listening:_____% in a conversation of 10 minutes.

Communications loss in listening: _____%

One important attribute of good managers: they _____

Ten bad listening habits and ways to improve:

_____ a subject uninteresting

_____ something you can use

_____ a speaker's delivery

_____ on the content

_____Overstimulated

_____before judging

_____only for "facts"

_____the main ideas

_____to outline

_____to the speaker

_____

*Ask for: (Course name and number) Unit II. Ralph Nichols: "Listening Is Good Business" at the recordings desk.

_____attention

_____at listening

_____distractions

_____aggressively

_____difficult material

_____the tough stuff

_____emotion throw us

_____word barriers

_____vs_____

Three mental activities:

_____the next point; contrast

_____evidence

_____recapitulate, summarize

Your notes should contain the following *ideas* (exact words are not important).

Efficiency of normal, untrained listening: *25* % in a conversation of 10 minutes.

Communications loss in listening: *75* %

Ten bad listening habits and ways to improve:

Calling a subject uninteresting

finding something you can use

Criticizing a speaker's delivery

concentrate on the content

getting Overstimulated

hear the man before judging

listening only for "facts"

get the main ideas

trying to outline

adapt to the speaker

fuking attention

work hard at listening

tolerating distractions

listen aggressively

avoiding difficult material

go after the tough stuff

letting emotion throw us

avoid word barriers

thought speed vs *speech speed*

Three mental activities:

anticipate the next point; contrast

identify evidence

mentally recapitulate, summarize

You should have 23 of the blanks correct. If not, repeat the recording.

.....

Pretest

You are now ready to determine your listening effectiveness before the learning sequence.

At the library, ask for the Unit II Pretest tape.
Use pp. xvii and xviii to record your response to the tape.
Score your pretest according to the following...

Statement #1

OWNER'S SON 10%
1. lenient, liberal.....18%
2. plans his department's work.....18%
3. well dressed, dresses neatly.....18%
4. sticks to his own responsibilities, does not take advantage of his father's position.....18%
5. friendly to employees.....18%

Statement #2

WINE CONNOISSEURS (Don't worry about the spelling!).....12%
1. wide interests.....22%
2. loved by beautiful women, accompanied by same.....22%
3. developed sense of taste....22%
4. respected.....22%

If you have difficulty with the scoring, consult your instructor at the next class meeting.

Store the pre-test sheet in your notebook.

In lessons 1-4, you will practice and develope your listening capacities. Follow the instructions carefully. When an oral response is called for, VOCALIZE your response softly--don't just "think" it. Recordings for lessons 1-4 are also at the library.

Now, complete lessons 1-4. You'll need the *Effective Listening Response Book*.

In Lesson 5, your ears will be given a respite.

In the next lesson, you'll encounter one of the worst lectures you ever have or will have to cope with. It's completely disorganized--and intentionally so! If you can extract its content, organize it, and know that you're getting 90% of it, you can beat the worst lecturer you'll ever face.

One way to attack the problem of poor lectures is to read something on the subject. Since Lesson 6's subject is on operating the Sony Casseette-Corder, we've thrown in pp. 7-14 of the Operator's Manual for you to read ahead of time.

EASY-MATIC RECORDING

1. Push the Cassette Ejector Lever and the Lid of the Cassette Tape Compartment will open.

2. Put the supplied Cassette Tape into the Compartment with side 'A' up and press the cassette to snap in place. Close the Lid by exerting gentle pressure.

3. When recording with a microphone, insert the two-pin plug of the SONY Microphone into the Microphone Jack and the Remote Control Jack. When recording from radio, TV, etc. see page 15, RECORDING FROM RADIO, TV, ETC. for proper connections.

4. Press the red Record Button [REC] and Forward Button [▶] simultaneously until they are locked in place.
   Turn the Switch on the Microphone to [ON] and the tape will start to move.

5. Hold the Microphone approximately 8 inches apart your mouth and speak into the Microphone.
   - Don't cover the small square slot on the back of the Microphone, it may affect it's unidirectional characteristics.

No recording level adjustment is necessary with EASY-MATIC recording.

The Pointer of the Record/Battery Indicator should oscillate while a recording is being made. If it doesn't, check whether or not the recording source is properly connected.

6. When the recording is finished, press the Stop Button [■]. Rewind the tape to the beginning of the recording by pressing the Rewind Button [◀◀]. To playback, see page 11, PLAYING TAPE.

7. Don't rewind the tape if the recordings are not finished at the end of side 'A'. Push the Cassette Ejector Lever and slide it to left as the arrow points. The Lid and the Cassette Tape will snap up. Turn to side 'B' and repeat step 4. When you complete recording, don't rewind the tape, simply turn the Cassette Tape to side 'A' and playback.

To stop tape while recording, without cancelling record mode, turn the Microphone Switch to [OFF]. The tape motion stops instantly.
To start again, turn the switch to [ON]. Tape motion can also be stopped with the foot by the use of the SONY Foot Switch FS-5 (optional accessory). See page 20, USE OF FOOT SWITCH.

To monitor while recording, plug the supplied Earphone into the Monitor Jack. The recording being made can then be heard through the earphone.
When recording radio or TV programs, monitoring before recording is possible by locking the Record Button. Press to lock the Record Button and monitor with the earphone. To start recording, press the Record Button and the Forward Button [▶] simultaneously.

To protect valuable recordings from accidental erasure the SONY Cassette Tape is provided with a convenient safety device.
The small black and white nubs located at the rear side of the cassette will activate the safety device when these nubs broken out.
To protect side 'A' recordings, break the white nub and to protect side 'B' break the black nub. For both sides, break both nubs.

If the cassette with these nubs broken out is set into the recorder, the Record Button can not be depressed, thus preventing accidental erasure of the pre-recorded side of the cassette tape.

NOTE: To defeat the safety device, simply refill each slot with a small piece of wood, plastic, rubber erasure, etc. Do not open the Cassette as it is exquisitely fixed.

PLAYING TAPE

1. Push the Cassette Ejector Lever to open the Lid.

2. Take the cassette tape with its tape path side facing you and snap it, rear end first, into the Cassette Compartment.
Close the Lid by exerting slight pressure.

3. Press the Forward Button [▶] until the Button is locked.
The tape now starts to move.

4. Turn the Volume Control Knob [VOL] in the direction of the arrow for increasing volume. Turn the knob to the left for decreasing volume.
Adjust the Tone Control Knob [TONE]; turn to [H] for more treble sound and to [L] for less treble.

5. To stop the tape, Press the Stop Button [■].
   To playback side 'B' push the Cassette Ejector Lever in and to the left so that the Cassette Tape will snap up.
   Replace the Cassette with its side 'B' up and repeat steps 3, 4 and 5.
   NOTE: Tape stops automatically at the end of the hub. Be sure to release the Forward Button [▶] by pressing the Stop Button [■].

For fast forward tape motion, keep pressing the Fast Forward Button [▶▶] until the desired position of the tape is obtained. As a guide, watch the calibration on the Cassette through the window on the Lid.

To stop tape instantly by remote control device, plug the supplied Microphone into the [MIC] Jack and the [REMOTE] Jack and turn the Microphone Switch to [OFF]. To start again, turn the switch to [ON]. To stop tape motion with the foot, the use of the SONY Foot Switch FS-5 (optional accessory) is recommended. See page 20, USF OF FOOT SWITCH.

For private listening, plug the supplied Earphone into the [MONITOR] Jack. The speaker will be automatically disconnected.

ERASING TAPE

When you start a new recording, any previous recordings are automatically erased as the tape passes the erase head.
The previous recordings can also be erased without adding a new recording as follows;

1. Snap the Cassette Tape (the desired side for erasing should be up) into the recorder.
   • To erase a Cassette Tape with activated safety device, refill the slots on the rear of the cassette before you put it into the recorder.
2. Disconnect any recording source from the recorder.
   Press the red Record Button [REC] and the Forward Button [▶] simultaneously until they are locked in place.
   Now erasing starts.

For Lesson 6, return to the Library. Lesson 6 of Unit 2 will be a lengthy recorded lecture on the operation of a Sony Cassette recorder/player. It will be an example of a bad lecture. Take notes and see if you can detect instructions on how to operate a cassette player. Compare them with the reading you did for lesson 5.

.....

Post-test

You are now ready to determine your listening effectiveness after the learning sequence.

At the library, ask for the Unit II Pretest tape. (It's on the back of the pretest tape.)

Using the Post-Test Response Sheet on pp. 74-75 of *Effective Listening*, write your response here.

( ) Tear the page out and score it, using the following percentages:

Statement #1:

GAMESMANSHIP PLOYS, COMPETITIVE TRICKS 12%
1. Condition referee to believe you 22%
2. Dsitract opponent at crucial moments 22%
3. Cheat on close calls 22%
4. Create delays 22%

Statement #2:

CONFERENCE TV, CLOSED CIRCUIT TV.....5%
Advantages and disadvantages 5%

Advantages:
1. Reduce transportation costs 18%
2. Impress clients, allow face-to-face introductions.....18%

Disadvantages:
1. Unnatural behavior, act funny on TV 18%
w. May have too many conferences 18%
3. Equipment may fail 18%

If you have difficulty with the scoring, consult with the instructor at the next class meeting.
If you made a score of 100% on at least one statement and at least 70% on the other, you are doing fine. If not, repeat the Learning Procedure and Post-test. If you still can't make it, see the instructor.

** * *

You have now completed Unit II: Listening.

Comment: if you find this topic interesting, you may wish to extend your listening skills furthur. To recieve a grade of "A" in this course, you are required to choose and complete an optional project. Several of the projects you may choose from involve listening. Consult your instructor if you wish to earn your "A" through more advanced studies of listening skills.

UNIT III

Your OBJECTIVES for this unit will be to:

( ) be able to identify and record the subject or topic the speaker is addressing
( ) organize the main body of the lecture into main points, subpoints, and details
( ) omit redundant material and limit notes to relevant facts and ideas
( ) use single words or phrases to represent facts and ideas rather than trying to write down every word
( ) indent and label notes; use headings and sub-headings; break up notes with charts, tables, and diagrams
( ) use special techniques for taking notes from taped lectures; interact with speakers whose lectures are recorded, argue effectively with teachers who record their lectures.

.....

Materials: paper, pencil, notebook.

RATIONALE:

The skills listed above are essential to effective notetaking. Once you have mastered them, you will find your notes easier to understand and commit to memory. Points will stand out, and the student will be able to distinguish them from material used to develop them or support them. Also, you will have a permanent record that you will find invaluable in reviewing and relearning. Your notes will continue to make sense a week, a month, or even a year after you have recorded them.

This unit is a follow-up for unit 1. As we said earlier, 65% of what you learn in college comes to you by the spoken word; in lectures, discussions, and demonstration. In order for something to be learned, it must be *retained* so that you can recall the information you've heard.

Most lecture periods are 50 minutes long--and a well-prepared lecture contains far to much information for you to be able to retain at the first hearing.

The solution to the problem?

NOTES: Good ones--that have been reviewed.

For our part, we *don't* recommend re-copying notes if they're taken right to begin with. The mechanical time and effort are not usually worth it.

IF your notes are good ones, you should be able to commit the main points to memory in very short order.

In Unit III, you will learn one good basic method of notetaking. You may remember that Dr. Nichols (the fast-talker in Unit 1) recommended that you shouldn't *always* try to use the outline form. He says that you should *adapt* your note-format to the speaker.

In this unit, you will learn the outline method as a basic tool. Since most college teachers lecture from outlined notes, you'll find that the outline method works most frequently. In actual practice, the variations will come very easy--without special training.

* * * *

Next, procede to the Library. Read *Effective Notetaking*, pp. 7-11. Do NOT read page 13.

While at the Library, take the pretest for this unit:

Unit III: Pretest

Take notes on notebook paper. Then evaluate you note-taking skill by completing the following checklist...

Self-evaluation checklist

	Yes	No
1. I avoided writing the same point down two or three times.	( )	( )
2. I began each "new" fact or idea on a separate line.	( )	( )
3. I crossed out mistakes, once, rather than several times.	( )	( )
4. I had a subject heading for my notes.	( )	( )
5. I included all of the speaker's points.	( )	( )
6. I indented and labelled my notes.	( )	( )
7. I left room to expand on an idea or a complete point or detail that I couldn't get down in its entirity.	( )	( )
8. I limited myself to words and phrases to record a particular point or detail.	( )	( )
9. I underlined "key" words.	( )	( )
10. I used headings and subheadings.	( )	( )
11. I used the left-hand margin for additions, corrections, and personal observations.	( )	( )
12. When appropriate, I used symbols and abbreviations.	( )	( )
13. When I went over my notes, their meaning was entirely clear to me.	( )	( )
14. I "doodled".	( )	( )
15. I hurried my notes; my handwriting was difficult to read.	( )	( )

		Yes	No
16.	I included redundant material in my notes.	( )	( )
17.	I took "skeleton" notes.	( )	( )
18.	T tried to get everything down verbatim.	( )	( )
19.	I wrote more or less continuously.	( )	( )
20.	I wrote over mistakes.	( )	( )

The "correct" answers for the checklist are...

#1-13: "yes"
#14-20 "no"

You should get all the answers "right" on a similar checklist at the post-test phase of Unit III.

For the assignments in, Lessons 1-6, there are cassettes and model responses in the library. Lesson-by-lesson, the cassettes and model answers are stored and checked out in kits. Procede through the materials now, taking notes as you listen *ON NOTEBOOK PAPER.*

Post-test:

Using the post-test cassette for unit III, take notes on notebook paper, and then evaluate your results according to the following checklist...

		Yes	No
1.	I avoided writing the same point down two or three times.	( )	( )
2.	I began each "new" fact or idea on a separate line.	( )	( )
3.	I crossed out mistakes, once, rather than several times.	( )	( )
4.	I had a subject heading for my notes.	( )	( )
5.	I included all of the speaker's points.	( )	( )
6.	I indented and labelled my notes.	( )	( )
7.	I left room to expand on an idea or a complete point or detail that I couldn't get down in its entirity.	( )	( )
8.	I limited myself to words and phrases to record a particular point or detail.	( )	( )
9.	I underlined "key" words.	( )	( )
10.	I used headings and subheadings.	( )	( )
11.	I used the left-hand margin for additions, corrections, and personal observation.	( )	( )

		Yes	No
12.	When appropriate, I used symbols and abbreviations.	( )	( )
13.	When I went over my notes, their meaning was entirely clear to me.	( )	( )
14.	I "doodled".	( )	( )
15.	I hurried my notes; my handwriting was difficult to read.	( )	( )
16.	I included redundant material in my notes.	( )	( )
17.	I took "skeleton" notes.	( )	( )
18.	I tried to get everything down verbatim.	( )	( )
19.	I wrote more or less continuously.	( )	( )
20.	I wrote over mistakes.	( )	( )

"Right" answers: 1-13--yes; 14-20--no. You should have all right answers. If not, repeat the unit from the beginning. (Use notebook paper, for your notes and exercises this time.

You have now completed Unit III. If the topic of note-taking is interesting or important to you, you may wish to exten your skill by selecting one of several optional units (toward a grade of "A") on the subject. See your instructor.

UNIT IV

Your *OBJECTIVES* for this unit of study will be to be able to...

--distinguish in your own terms, "forward weeks" from "backward" and "stagnant" ones

--increase the number and proportion of "forward weeks"

--express academic goals cogently

Lesson 1 Due:_____

Your *objective* for this lesson will be to verbalize an important life-goal as if there were no practical considerations to have to cope with. The first step in attaining this goal will be to complete a statement which has been provided below after a bit of fantasizing.

USE A PENCIL. You may want to erase and write something a second or third time.

Some hints...

1. Don't try to predict what you *will* be doing; who knows what the future will hold?

2. Don't try to guess what you *would* enjoy doing at the time; concern yourself only with what you think you'd like, considered from the present point in time.

3. Express your own ideals; disregard trying to please someone else.

4. If the format constricts you, jigger it around to suit what you're trying to say.

\- - - - - - - - - - - - - - - - -

In _____ I would like to be _____ing
(10 years from now) *(verb)*

[to / with] _____ [to / for / with] _____
(things) *(what kind of people)*

[in / near] _____ with a monthly income of

$_____.
(current dollar rates)

(Additional worksheets will be selected or designed by your instructor to complete this process.)

Lesson 2 Due:_____

The second step will be to list the characteristics of the location you've specified--characteristics that make that location attractive to you. (Hint: Roget's *Thesaurus* and Rodale's *Word Finder* may suggest descriptive terms that suit your purposes.) USE A PENCIL!

COMPLETING THE BASIC COURSE

Instead of a written examination, your instructor will discuss your progress through the course during one of the scheduled class hours during the last week of the term. Here's an outline of the discussion...

I. Units of study
   - A. FOLLOWING DIRECTIONS--show your worksheets
   - B. LISTENING--show your pre-test and post-test
   - C. NOTE TAKING--show your pre-test and post-test
   - D. GETTING IT TOGETHER--show all worksheets

PLEASE HAVE THESE MATERIALS ORGANIZED IN ADVANCE.

II. A-projects--show completed work

III. Student Opinionnaire--You evaluate the instructor by completing a questionnaire which will be turned in by one of the students to the instructor's boss; the instructor will not see individual sheets, but will be given the statistics along with those of other students.

IV. More Learning Skills

Do you feel that this short course was helpful and want more instruction on how to learn effectively and efficiently? There's an almost unlimited supply of additional projects you can undertake to increase your ability to learn--and help other people.

In subsequent terms, you may contract for independent-study programs for courses from one to five credits. (Contrary to previous information, it will take 45 hours to earn one credit--but you'll gain time in the process by being able to achieve higher grades in less time.)

- A. Coaching
- B. Project file (from which your A-project might have been drawn)
- C. Recapitulation of Unit IV
  1. Fall, winter, spring: 9 hours
  2. Summer: 7 hours

Tiger Learning Skills

Go get 'em, tiger!

How to Make a Grade of "A".

In order to pass the course with a grade of "B", you must complete all four of the preceding units of study. If you are to attain a grade of "A", you must, in addition, either...

--act as a student coach in the course or

--complete an optional project

COACHING. To get a grade of "A" by coaching, you are asked to serve as a coach for other students for 20 hours during the term you are enrolled in the course.

To get started, ask the instructor for the coaching manual and set up a **regular schedule** of coaching hours.

Once you get started, you may study during coaching hours if you have nothing else to do.

PROJECTS. In addition to the basic course materials, there are a number of prepared projects for you to choose from. Among them are...

1. GENERALLY USEFUL ACADEMIC SKILLS: advanced listening and note taking, studying for examinations, reading a textbook, systems of studying, how to use a library, etc...

2. SUBJECT-MATTER PRELIMINARIES: chemistry, medical terminology, social sciences, philosophy...

3. ADVANCED SUBJECT-MATTER SKILLS.

4. MISCELLANEOUS: how to cope with certain outside problems, manage time, psych out professors...

5. SPECIFIC LOCAL TOPICS: how to appeal unfair grading, commuting and parking problems..

The instructor is also willing to negotiate optional projects from the Oleanna Math Program Smorgasbord and the Informal Logic Project File which are demonstrably related to your future academic performance.

Each of these project is rated for the time it requires the average student to complete. Your total project quota for a grade of "A" is 10 hours' rated time, regardless of the actual time you require to complete the course.

If you do not have time to complete the "A" project before the end of the term but HAVE completed the basic course, a grade of "B" will be reported at the end of the term. You will then have two instructional months to complete the "A" project--and if you do within that time, your grade will be changed at no extra cost to you.

If you are interested, you should consult the instructor *early* in the term. It would be better if you had an idea of what you would like to work on; but if you don't, the instructor will help you decide--but the final decision is up to you.

If you find the need to pursue more learning-skill projects after having completed the basic course, you may wish to negotiate an independent-study program based on additional materials. Thirty-five hours' (rated) work will earn you a "B"; forty-five hours, an "A".

Tiger
Learning Skills

Name _____ For week beginning _____

Date of plan _____ Date discussed _____ with _____

List all academic objectives, using an active verb which describes observable skill, accomplishment or ability. For example, "Complete B+ term paper and submit." instead of "Term paper due." Include interim steps of projects to be completed during a subsequent week; eg. "Compile main part of bibliography" as an interim step in writing a term paper.

As you note the objective, specify a target date and estimate the number of hours to be spent this week on meeting the objective. As you meet the objective, write the completion date and the approximate amount of time you actually took to do it.

On separate pages, note the reason for meeting and failing to meet each objective. Include only the reasons which you can control or influence. Please have this prepared in advance and ready for discussion.

#	OBJECTIVE	COURSE	TARGET TIME	COMPLETION TIME
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Lesson 3 Due: _____

The third step of this process (what was it you were trying to accomplish?) is to express your "ideal" goal in practical, tangible terms. To do this, we return to *Roget* and *Rodale*. First copy into the blanks below from the statement proposed in Lesson 1.

Next, look up each of these words in *Roget* and *Rodale*. List below each, not less than five synonyms or related words which express the ideas you have in mind--more vividly, more practically, more specifically.

_____	_____	_____
(verb)	*(things)*	*(people)*

Now, look the original word and the related words up in the *Oxford English Dictionary* or *Webster's Third International Dictionary*. Both are available in the Open Classroom. When you've completed your study of precise word-meanings, circle your final choice of words--the original or a replacement.

Lesson 4 Due:_____

Your *OBJECTIVES* for this lesson will be to...

--state your 10-year goal more exactly in light of the explorations conducted in the last two lessons

--identify occupational fields in which you can pursue that goal

--determine educational requirements you should be meeting

Complete the following statement, using terms you developed in Lesson 3:

In _____, I would like to be _____ing _____ _____

_____ _____, earning a monthly income of $_____.

Next, list three occupational *fields** in which people are employed for the salary indicated...

_____

_____

_____

Your best resources:

--Counseling Office
--Library Career Center

[If you're still having difficulty, see the instructor.]

Your final task in this lesson will be to give at least one typical "entry job" for each occupational field and tell what educational requirements are usually expected...

Typical entry job	Educational preparation
_____	_____
_____	_____
_____	_____

*An occupational field includes all sorts of related jobs. For instance, "Education" employs "teachers", "counselors", "school administrators", etc. "Data processing" includes "coders", "operators", "system designers", and "managers".

Lesson 5 Due:_____

In this lesson, we're going to ask you to list the critical events and major attainments you expect to experience in order to reach your 10-year goal.

#	Year	Event	Attainment
1	____	_____	_____
		_____	_____
2	____	_____	_____
		_____	_____
3	____	_____	_____
		_____	_____
4	____	_____	_____
		_____	_____
5	____	_____	_____
		_____	_____
6	____	_____	_____
		_____	_____
7	____	_____	_____
		_____	_____
8	____	_____	_____
		_____	_____
9	____	_____	_____
		_____	_____
10	____	_____	_____
		_____	_____

If what you'd like to say won't fit, make notes on a separate sheet of paper--then figure out how to say it more compactly. Save your notes; you may be able to use them later.

How do you distinguish between an "event" and an "attainment"? Events *happen*; you have to *work deliberately* for attainments.

Lesson 6 Due:_____

We are now going to focus our attention on the next year, beginning today, the _____ of _____.

In the statement below, list the events you expect to happen and the attainments you intend to accomplish. If you can, specify the date more exactly--consult a calendar and the current college catalog.

By _____, _____, I expect these things to happen:
month *year*

	Event	*Anticipated date*
[ ]	_____	_____
[ ]	_____	_____

and I intend to reach the following attainments*:

	Attainment	*Target date*
[ ]	_____	_____
[ ]	_____	_____

*Perhaps you've recieved a program planning sheet for developing your degree plan. These sheets are issued by faculty advisors and counselors. If you have one, you should begin consulting that sheet; if not, you should get one and work on it.

Make a check mark beside the events and attainments that will occur within this term OR will require that you do something before the end of this term.

Finally, assemble all course outlines, assignment sheets, and other handouts from which you might gain an idea about how work is to be paced, what course objectives are to be met, and projects are to be completed.

Lesson 7 Due:_____

In this lesson, you will list in chronological order, all academic attainments you can identify; ie. identifiable stopping-points.

First, it might be handy to specify two pieces of information from the college calendar:

Last day of the term:_____

Final exams begin: _____ and

end:_____

In the space below IN CHRONOLOGICAL ORDER--and on additional notebook paper if needed, list:

--scheduled exams, tests, quizzes
--due-dates for projects and term papers--with intermediate steps if identifiable
--field trips, tours, school conferences
--completion-dates for Open Classroom course work

You will probably want to assemble this data on scratch paper before completing your final copy. DO IT IN PENCIL!

DATE	*OBJECTIVE, PROJECT, OCCASION, TEST and other identifiable attainment*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In the next lesson, you'll begin working on weekly objective-lists. If it seems important to you later, you will be shown how to work out detailed schedules, but *identifying objectives and target-dates is more important and must be mastered first!*

As a preliminary, you should study the following information...

I. There are approximately 53 working days (excluding holidays and weekends) in a term--fall, winter and spring; in the summer, 30 working days.

II. The average student (C+) is absent or otherwise out of commission about 3 days a term; perhaps you're different, but it wouldn't be wise to assume that you'll have perfect attendance without good, solid evidence.

III. Learning is measured (if such a thing is even remotely possible) in increments called *credits*. A credit can be described as the amount of learning accomplished by a student of average ability who...

(a) is adequately motivated
(b) has mastered both the necessary learning skills and the prerequisite subject matter
AND (c) applies systematic learning techniques diligently

over a period of 33 hours. (ACHTUNG! Read that over carefully.)

IV. The following is an excerpt from the Skagit Valley College catalog; it's typical of most college catalog entries regarding the subject...

> The regular college year is divided into three quarters of approximately eleven weeks each. Approximately one credit is allowed for each discussion or laboratory period per week. The discussion period consists of fifty minutes of lecture or discussion. The laboratory period may consist of two or more clock hours.
>
> For each period of lecture or discussion the average student should make two hours of outside preparation.
>
> A course of fifteen or sixteen credits per quarter will give a student sufficient hours of credit to graduate in two years. Of course, these hours should be chosen according to some organized curriculum.

V. Open Classroom, Experimental Education, and independent-study courses require about the same *amount* of time--they're just a bit more flexible to students' schedules. Time-estimates given in course syllabi and the like are based on experimental evidence, but are expressed in terms of *average* students' time-usage. If, for instance, your estimates suggest that a certain lesson will take 2 hours and you require an actual 4 hours to complete the lesson, you should expect that the whole course will take twice as long for you to complete. For that reason, it's a good thing to keep rough data on your time-requirements for the first few lessons in a course--you'll be able to estimate your total time requirement and adjust your schedule accordingly.

Total time requirements include conferences, testing, library work, coaching sessions, and study. For a whole term,

if the course is for...	your total time required for the course will be ...
1 credit	33 clock hours
2 credits	66 clock hours
3 credits	99 clock hours
4 credits	132 clock hours
5 credits	165 clock hours
6 credits	198 clock hours

Expressed in terms of weekly time requirements for a full term in the fall, winter, and spring...

3 hours per week for each credit or mathematically,

credits X 3 = hours per week required

and in the summer...

credits X 5½ = hours per week required

If you have trouble with the mathematics involved...

--if your progress departs very much from the statistical average
OR --if you are trying to complete a course of study in other than a "standard" term

ask your instructor to help you work out the rate of study you should be investing in the course; it is very helpful if you have kept a record of approximately how much time was required to complete a portion of the course, for instance, how long did it take you (in hours) to complete a certain lesson or unit of study.

YOU WILL BE GRILLED ON THE FOREGOING SIX POINTS DURING YOUR NEXT CLASS. PERHAPS YOU'D BETTER STUDY IT AGAIN!

Lesson 8

This is the last lesson in Unit IV. In this lesson, you'll work with weekly objective-lists: in the first phase, planning your week's study in advance; in the second phase, evaluating your conduct of the week's work.

This two-phase activity will occur once a week in the Open Classroom until the end of the term.

Before diving into weekly planning, let's review what you're trying to accomplish with your efforts in this unit. One of the unit's objectives was to be able to express your academic goals cogently. This was accomplished by your work on a 10-year goal.

Another objective was to be able to tell the "forward weeks" from the "backward" ones and the "stagnant" ones. You've been working toward that effect when you've listed attainments and objectives in ever-narrowing lengths of time--a process which will settle down to weekly planning.

We're now in a position to define the three sticky evaluative terms:

> *1. A FORWARD WEEK is one in which at least _____% of one's real objectives--steps toward a genuine goal held by the student--are met or exceeded.*

Most of this definition was translated from Bucky Fuller. You may decide for yourself, what the percentage should be. It has no effect on your grade. Nobody can make a hundred percent consistently. Most people want to get more than 50%.

> *2. A STAGNANT WEEK is one in which no more than _____% of one's objectives are met or exceeded.*

You might try about half the percentage that you gave in the first definition. Heaven only knows what you'll do with the cases that fall in between.

> *3. A BACKWARD WEEK is one in which relatively few objectives are met and in which previously-achieved objectives are undone.*

We all have a few of those--the trick is to keep them at a minimum.

THE REMAINING OBJECTIVE of Unit IV--and the most important one--is to increase the number and proportion of forward weeks you experience. (That's a fancy way of saying that your instructor would like to see you live your life happy.)

In our weekly planning and evaluation sessions, we're going to see how many successes you have--and learn how to exploit your particular strong points in increasing the number of "wins" you accomplish.

So let's turn to your first WEEKLY PLANNING SHEET...

Tiger
Learning Skills
Project file

→ 0/1 → Introduction

This packet is a listing of all current Project File units used in the Tiger Learning Skills Program. Although masters are supplied on 8½" x 11" stock, copies may be cut to 5"x 8" sheets to meet access and filing needs.

These sheets are easily re-arranged for special needs of the reader, whether he is a student, open classroom teacher, or counselor.

The units described herein may be used as A-projects in the "core" course; when selecting materials, the student should be told that 15 hours' work (rated average) is required for an "A".

These may also be used to construct personalized courses of study at a rate of 45 clock hours = 1 credit.

Tiger
Learning Skills
Project file

→ 0/2 →

At the top of each card, a sequence number appears. The first digit (followed by a slash) designates the file section, assigned as follows.

0. Introductory Notes

1. General academic skills
   - .0 Collectious
   - .1 Listening and note-taking
   - .2 Systematic study techniques
   - .3 Acquiring information-Library, etc
   - .4 Writing
   - .5 Examinations and tests
   - .6 Oral reports and exams
   - .7 Seminars
   - .8 Historical Studies
   - .9 Open Classroom & other Learning-lab settings

2. Subject-matter preliminaries
   The 3-digit numbers following are Dewey numbers corresponding to the subject-matter.

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

→ 0/3 →

000 *General*
010 Bibliographies & catalogs
020 Library science
030 General encyclopedic works
040
050 General periodicals
060 General organizations
070 Newspapers & journalism
080 General collections
090 Manuscripts & book rarities

100 *Philosophy & related*
110 Ontology & methodology
120 Knowledge, cause, purpose, man
130 Pseudo-& parapsychology
140 Specific philosphic viewpoints
150 Psychology
160 Logic
170 Ethics (moral philosophy)
180 Ancient, Med., Oriental philos.
190 Modern Western philosophy

200 *Religion*
210 Natural religion
220 Bible
230 Christian doctrinal theology
240 Christ. moral & devotional theol.
250 Christ. pastoral, parochial, etc.
260 Christ. social & eccles. theol.
270 Hist & geog. of Chr. church
280 Christ. denominations & sects
290 Other religions & compar. rel.

Tiger
Learning Skills
Project file

→ 0/4 →

300 *The social sciences*
310 Statistical method & statistics
320 Political science
330 Economics
340 Law
350 Public administration
360 Welfare & association
370 Education
380 Commerce
390 Customs & Folklore

400 *Language*
410 Linguistics & nonverbal lang.
420 English & Anglo-Saxon
430 Germanic languages
440 French, Provencal, Catalan
450 Italian, Romanian, etc.
460 Spanish & Portuguese
470 Italic languages
480 Classical & Greek
490 Other languages

500 *Pure Sciences*
510 Mathematics
520 Astronomy & allied sciences
530 Physics
540 Chemistry & allied sciences
550 Earth sciences
560 Paleontology
570 Anthropolog. & biol. sciences
580 Botanical sciences
590 Zoological sciences

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or 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

→ 0/5 →

600 *Technolcgy (Applied sci.)*
- 610 Medical sciences
- 620 Engineering & allied operations
- 630 Agriculture & agric. industries
- 640 Domestic arts & sciences
- 650 Business & related enterprizes
- 660 Chemical technology etc.
- 670 Manufactures processible
- 680 Assembled & final products
- 690 Buildings

700 *The Arts*
- 710 Civic & landscape art
- 720 Architecture
- 730 Sculpture & the plastic arts
- 740 Drawing & decorative arts
- 750 Painting & paintings
- 760 Graphic arts
- 770 Photography & photographs
- 780 Music
- 790 Recreation (Recreational arts)

800 *Literature & rhetoric*
- 810 American literature in English
- 820 Engl. & Anglo-Saxon literature
- 830 Germanic languages literature
- 840 French, Provencal, Catalan lit.
- 850 Italian, Romanian etc. literature
- 860 Spanish, & Portuguese literature
- 870 Italic languages literature
- 880 Classical & Greek literature
- 890 Lits. of other languages

Tiger
Learning Skills
Project file

→ 0/6 →

900 *General geog. & history etc.*
- 910 General geography
- 920 General biog., geneal, etc.
- 930 Gen. hist. of ancient world
- 940 Gen. hist. of modern Europe
- 950 Gen. hist. modern Asia
- 960 Gen. hist. of modern Africa
- 970 Gen. hist. of North America
- 980 Gen. hist. of South America
- 990 Gen. hist. of rest of world

3. Advanced subject-matter skills
   The 3-digit numbers following are Dewey numbers corresponding to the subject-matter. Units classified in this section are more appropriate for last-quarter sophomores and more mature students. See 2 for a list of Dewey numbers.

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

→ 0/7 →

4. Miscellaneous

.1 Academic rights & responsibilities
.2 The care & feeding of college professors
.3 Time management
.4 Goals--identification and relation to curriculum
.5 Study facilities
.6 Coping with others
.7 Self-paced, personalized, independent, correspondance study
.8 Learning contracts
.9 Finances
.10 Academic ordinance-microfilm readers, recorders, etc.
.11 Reference material

5. Specific Local Topics
.1 Transferring to other schools
.2 Interpreting the catalog, class announcements etc.
.3 Grievance procedures
.4 Commuting and parking
.5 Special educational opportunities

Tiger
Learning Skills
Project file

→ 0/8 →

The third digit in the control number is an accession number (within the classification section).

A fourth digit is sometimes used to indicate that several sheets pertain to the same project -- usually to spellout extensive directions.

Beside the *control number*, you'll see the module's *title*, author, and his/her parent institution. Entries without author-credits were originated by me. Users are invited to send me items to add to the collection.

Listed below are *performance objectives*, given in summary form; student materials contain more detailed objective-statements.

Following the objectives, you'll find *prerequisites*, other than the core course. If a descipline is listed, any course in the discipline is sufficient; if the notation "(CE)" it indicates the student should be currently enrolled in the course so that learning exercises can be developed from actual learning situations.

Tiger
Learning Skills
Project file

→ 0/9 →

Time is given in clock hours' work for the average student. Sources: (i) publisher's data (ii) student reports (iii) despairing guesses by the unit's author.

Under *Student materials*, we have listed items that the student must purchase, in addition to normal academic equipment: pencil, paper, notebook, etc.

"Other materials" lists items provided by the publisher or available through Tiger Learning Skills distribution.

The comment entry suggests passing test scores, curricular relations or specific assignments to accomplish the learning objective(s).

In general, the student should be required to demonstrate not only the acquisition of skill, but also its application in specific (real) course work; ie, *that* he is applying the skill for current learning activities and adapting them to actual needs.

Walter A. Coole
Open Classroom
Skagit Valley College
Mt. Vernon, WA 98273

Tiger
Learning Skills
Project file

→ 1/0.2.1 →

Performance objective(s):

Prerequisite: *Time:*

Student materials:

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Tiger Learning Skills
Project file

→ 1/0.2.1.1 → General Academic Skills (I)

Performance objective(s): study effectively according to techniques of long-standing repute and valid psychological principles

Prerequisite: --

Time: 2 1/2 hours/ chapter

Student materials: Raygor & Wark: *Systems for Study*. McGraw-Hill Book Co. Princeton Rd. Hightstown, NJ 08520. $4.

The chapters of this text are:

1. College Orientation
2. Listening & Note-Taking*
3. Time Scheduling
4. Concentration
5. Systematic Approaches to Study
6. Preparing for Examinations
7. Taking Essay-Type Examinations
8. Taking Objective Examinations
9. Improving Your Prose in Themes
10. Writing a Term Paper
11. Using the Library
12. Improving Your Memory
13. Studying Foreign Languages
14. Studying Science and Mathematics
15. Magic Cures

*The text provides a disc recording of sample lecture material. The instructor has a cassette copy for your convenience if you find playing the disc inconvenient.

(continued)

Tiger Learning Skills
Project file

→ 1/0.2.1.2

Any number of these may be taken for an A-project and/or an independent-study contract; however, they must be completed in order.

Directions to the student: here's your assignment! For each chapter--

(a) read and outline the text
(b) develop a plan *on paper(!)* specifying how you will apply the chapter's content
(c) discuss your plan with the instructor
(d) apply the plan in a "solid academic" course for a period of two weeks, collecting tangible evidence [papers, quizzes, personal journals] that you are applying the plan and that it's working; if you aren't enrolled in a college-level "solid" you may negotiate an adaptation or simulated program with the instructor
(e) discuss the result with the instructor

Tiger Learning Skills Project file

→ 1/0.2.2.1 → General Academic Skills (II)

Performance objective(s): study effectively according to techniques of long-standing repute and valid psychological principles; be familiar with theory of learning.

Prerequisite: "(CE)" in at least one parallel "solid academic" course

Time: $2\frac{1}{2}$ hrs/chapter

Student materials: Pauk, Walter: *How to Study in College.* Houghton-Mifflin Co. 110 Tremont St. Boston, Mass. 02107 $ 3.00

The first thirteen chapters of this text are entitled:

1. What Did You Come For?
2. Keeping Your Emotional Balance
3. Control Your Time
4. The Ability to Concentrate
5. Forgetting: The Relentless Foe
6. How to Build a Strong Memory
7. Build a Precise Vocabulary
8. Improve Your General Reading Skills
9. The Classroom Lecture: Take Good Notes

Tiger Learning Skills Project file

→ 1/0.2.2.2 →

10. Master Your Textbook
11. Textbooks: Marking & Note-taking
12. How to Study for Exams
13. How to Take Exams

Any number of these may be taken for an A-project and/or an independent-study contract; however, they must be completed in order.

Additional chapters in this text (14-19) may be undertaken in *any order,* provided the basic 13 are done--see section 2, subject matter preliminaries.

Directions to the student: here's your assignment! For each chapter--

(a)

(a) Read & outline the text

(b) Develop a plan *on paper(!)* specifying how you will apply the chapter's content

(c) Discuss your plan with the instructor

(d) Apply the plan in a "solid academic" course for a period of two weeks, collecting tangible evidence [papers, quizzes, personal journals] that you are applying the plan and that it's working

(e) Discuss the result with the instructor

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

→ 1/1.1 →

Performance objective(s):

Prerequisite: *Time:*

Student materials:

Tiger
Learning Skills
Project file

→ 1/1.2 →

Performance objective(s): listen with a high degree of sophistication: --overcoming severe distractions--detecting central ideas presented in four kinds of frequently occurring sequences: time, problem, space, enumeration--maintaining emotional control in face of moderate to severe stress--evaluating the spoken word for its retention-value and validity

Prerequisite: *Time:* 25 hrs

Student materials: Ralph G. Nichols: *Complete Course in Listening--Conferee Workbook.* NY Dun & Bradstreet, Inc. 1971 $4.00

Advanced Listening Worksheet (provided by the instructor).

Other materials: Complete Course in Listening, Dun & BradStreet. $285.00

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger Learning Skills Project file

→ 1/1.1 → Intermediate Listening & Note-Taking

Performance objective(s): listen accurately to--and take organized notes from--academic lectures

Prerequisite: -- *Time:* 10 hours

Student materials: McGraw-Hill Basic Skills System: *Listening and Note-Taking.* McGraw-Hill Book Co. Princeton Rd. Hightstown, NJ 08520. $4.

Recorded materials are available at the college library.

Tiger Learning Skills Project file

→ 1/2.1 → Textbook Mastery

Performance objective(s): read and master textbooks at the college level

Prerequisite: -- *Time:* 6 hours

Student materials: Wark & Mogen: *Read, Underline, Review.* McGraw-Hill Book Co. Princeton Rd. Hightstown, NJ 08520 $4.

Tiger
Learning Skills
Project file

→ 1/2.2 → Reading Science: Physical and Social

Performance objective(s): (i) extract by systematic reading from college texts: principles, details, experimental descriptions, directions
(ii) retain extensive content of reading

Prerequisite: -- *Time:* 20

Student materials: Fisher: *Reading to Understand Science.* McGraw-Hill Book Co. Princeton Rd. Hightstown, NJ 08520 $4.

Tiger
Learning Skills
Project file

→ →

Performance objective(s):

Prerequisite: *Time:*

Student materials:

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger Learning Skills
Project file

→ 1/3.1 → Library Usage

Performance objective(s): (i) locate books from card catalog (ii) find articles through indexes (iii) use references

Prerequisite: None *Time:* 10 hours

Student materials: Lolley, John L. *Your Library--What's in It for You?* John Wiley & Sons, Inc 605 Third Ave, New York, NY 10016 $3.00

Tiger Learning Skills
Project file

→ 1/4.1 →

Performance objective(s): write clear, simple prose and edit own work

Prerequisite: English composition *Time:* 30 hrs

Student materials: Gilbert, Marylyn B.: *Clear Writing.* John Wiley & Sons, Inc. 605 Third Ave., New York, NY 10016 $3.00

Student should demonstrate chapter-by-chapter mastery both by work in text *and* conscious application in arallel course work.

Tiger
Learning Skills
Project file

→ 1/6.1 → Specific Skills in Speaking

Performance objective(s): study a subject involving oral reports according to techniques recommended by an expert on learning that subject

Prerequisite: Completion of the first 13 chps. of the text (see 2/0.2) and a "CE" in a course requiring extensive oral reports

Time: 3 hrs

Student materials: Pauk, Walter: *How to Study in College.* Houghton-Mifflin Co. 110 Tremont St., Boston, Mass. 02107

$3.00. Chapter 18

Directions to the student: here's your assignment!

(a) Read and outline the text
(b) Develop a plan *on paper*(!) specifying how you will apply the chapter's content
(c) Discuss your plan with the instructor
(d) Apply the plan in your course for a period of two weeks, collecting tangible evidence that you are applying the plan and it's working
(e) Discuss the result with the instructor

Tiger
Learning Skills
Project file

→ 1/7.1 → Specific Skills in Writing

Performance objective(s): study a subject involving term papers according to techniques recommended by an expert on learning that subject

Prerequisite: completion of the first 13 chpts. of the text (see 2/0.2) and a "(CE)" in a course which requires an extensive term paper

Time: 6 hrs

Student materials: Pauk, Walter: *How to Study in College.* Houghton-Mifflin Co. 110 Tremont St., Boston, Mass. 02107

$3.00. Chapters 14-15.

Directions to the student: here's your assignment!

(a) Read and outline the text
(b) Develop a plan *on paper(!)* specifying how you will apply the chapter's content
(c) Discuss your plan with the instructor
(d) Apply the plan in your course for a period of two weeks, collecting tangible evidence that you are applying the plan and it's working
(e) Discuss the result with the instructor

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger Learning Skills
Project file

→ 2/100.1 → Prolegomena to Philosophy

Performance objective(s): (i) describe various philosophical "games" (ii) give basic directions on how to write and read philosophy

Prerequisite: Demonstrated interest in philosophy as a profession or serious avocation

Time: 35 hrs

Student materials: Wheatley, Jon: *Prolegomena to Philosophy.* Wadsworth Publishing Co. Belmont, CA. 94002 $4.00

Student should demonstrate thorough reading of the text by a submitting a "Harvard Outline".

Tiger Learning Skills
Project file

→ 2/100.2 →

Performance objective(s): prepare various kinds of research assignments in philosophy

Prerequisite: several courses in philosophy

Time: 15 hrs

Student materials: Bertman Martin A.: *Research Guide in Philosophy.* General Learning Press, 250 James St., Morristown, NJ 07960

Student should outline the text. The following portions in detail: PartI; Part II; Part III pp. 49-54; Part IV pp. 65-67; Part VII Appendix A. The remaining portions' content should be listed as shown in the table of contents.

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger Learning Skills Project file

→ 2/150.2 → Textbook Reading in Psychology and Educations Psychology

Performance objective(s): To master essential reading in reading for maximum comprehension and retention while studying the subject psychology

Prerequisite: Any course in psychology or educational psychology "(CE)"

Time: 15 hrs

Student materials: Panes, Paul P.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New Youk, NY 10003 $3.50.

The student should first complete Chapter I: Basic Reading Skills. Next, he/she should complete Chapter V: Readings in Psychology and Educational Psychology. The final assignment is to study an extensive passage involving an actual study assignment in his current class in psycholcgy or eductational psychology he/she should be able to master thoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 different pages of the text.

Tiger Learning Skills Project file

→ 2/300.1 → Textbook Reading in Sociology

Performance objective(s): To master essential reading skills in reading for maximum comprehension and retention while studying the subject of Sociology.

Prerequisite: Any course in Sociology "(CE)"

Time: 15 hrs

Student materials: Panes, Paul B.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New York, NY 10003 $3.50.

The student should first complete Chapter I: Basic Reading Skills. Next, he/she should complete Chapter II: Readings in Sociology. The final assignment is to study an extensive passage involving an actual study assignment in his current class in sociology; he/she should be able to master thoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 different pages of the text.

Tiger
Learning Skills
Project file

→ 2/300.2 → Studying in the Social Sciences

Performance objective(s): (i) use social science concepts with ease, both discursively and to attack "real life" problems (ii) be able to study and learn in social science and psychology courses sufficiently well to maintain grades not lower than "B"

Prerequisite: *Time:* 21 hrs

Student materials: Ficker, Victor B. & Wines, Carole: *Man's Search for Himself--Introduction to Social Science.* Charles E. Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio 43216 $5.00

In demonstrating this project's completion, the student should submit the whole book, with all exercises completed; alternatively, the student may submit work on notebook paper.

Tiger
Learning Skills
Project file

→ 2/320.1 → Textbook Reading in Political Science

Performance objective(s): To master essential reading skills in reading for maximum comprehension and retention while studying the subject of political science

Prerequisite: Any course in Political Science "(CE)" *Time:* 15 hrs

Student materials: Panes, Paul B.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New York, NY 10003 #3.50.

The student should first complete Chapter I: Basic Reading Skills, Next, he/she should complete Chapter II: Readings in History, Political Science, Economics & Geography. The final assignment is to study an extensive passage in political science; He/she should be able to master ghoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 different pages of the text.

Tiger Learning Skills Project file

→ 2/320.2.1 → Basic Research in Political Science

Performance objective(s): (i) approach the study of political science within a conventional conceptualization of the discipline (ii) use the library with skill in writing scholarly term papers (iii) locate reliable sources of information in political science.

Prerequisite: demonstrated interest in political science as a profession or professional adjunct

Time: 15 hrs

Student Materials: Merritt & Pyszka: *The Student Political Science Handbook.* (Schenkman Pub. Co.) Distributed by Harper & Row, Pub. Inc. 10 E. 53re St. New York, NY 10022 $4.00

Student should (i) outline in detail: Chapters I-III, VIII (ii) identify items listed in Chapters IV-VII located in the college library by marking them in the margin of the text.

Tiger Learning Skills Project file

→ 2/330.1 → Textbook Reading in Economics

Performance objective(s): To master essential reading skills in reading for maximum comprehension and retention while studying the subject of economics.

Prerequisite: Any course in Economics. "(CE)"

Time: 15 hrs

Student materials: Panes, Paul B.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New York, NY 10003 $3.50

The student should first complete Chapter I: Basic Reading Skills. Next, he/she should complete Chapter III: Readings in History, Political Science, Economics, & Geography. The final assignment is to study an extensive passage involving an actual study assignment in his current class in economics; he/she should be able to master thoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 different pages of the text.

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or 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger Learning Skills
Project file

→ 2/330.2.1 → Basic Research in Economics

Performance objective(s): (i) use statistics with some skill (ii) locate widely used sources of reliable professional economics materials

Prerequisite: demonstrated interest in economics as a profession or professional adjunct

Time: 13 hrs

Student Materials: Andreano, Farber, & Reynolds: *The Student Economist's Handbook.* (Schenkman Pub. Co.) Distributed by Harper & Row Publishers, Inc. 10 E. 53rd St. New York, NY 10022 $4.00

Student should outline in detail: Chapters I-IV and identify all items listed in chapters V-VI which are located in the local college library--indicating the items identified by marking the text.

Tiger Learning Skills
Project file

→ 2/400.1 → Specific Skills in Foreign Languages

Performance objective(s): study the subject of foreign language according to techniques recommended by an expert on learning that subject.

Prerequisite: completion of the first 13 chpts. of the text (see 2/0.2) and a "(CE)" in a foreign language course

Time: 3 hrs

Student materials: Pauk, Walter: *How to Study in College.* Houghton-Mifflin Co. 110 Tremont St., Boston, Mass. 02107 $3.00

Directions to the student: here's your assignment!

(a) Read and outline the text
(b) Develop a plan *on paper(!)* specifying how you will apply the chapter's content
(c) Discuss your plan with the instructor
(d) Apply the plan in your course in foreign language for a period of two weeks, collecting tangible evidence that you are applying the plan and it's working
(e) Discuss the result with the instructor

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger Learning Skills Project file

→ 2/500.1 → Specific Skills in Science

Performance objective(s): study the subject of science according to techniques recommended by an expert on learning that subject

Prerequisite: completion of the first 13 chpts. of the text (see 2/0.2) and a "(CE)" in a science course

Time: 3 hrs

Student materials: Pauk, Walter: *How to Study in College.* Houghton-Mifflin Co. 110 Tremont St., Boston, Mass. 02107 #3.00. Chapter 17

Directions to the student: here's your assignment!

(a) Read and outline the text
(b) Develop a plan *on paper (!)* specifying how you will apply the Chapter's content
(c) Discuss your plan with the instructor
(d) Apply the plan in your course in science for a period of two weeks, collecting tangible evidence that you are applying the plan and it's working
(e (e) Discuss the result with the instructor

Tiger Learning Skills Project file

→ 2/510.1 → Specific Skills in Mathematics

Performance objective(s): study the subject of mathematics according to techniques recommended by an expert on learning that subject

Prerequisite: completion of the first 13 chpts. of the text (see 2/0.2) and a "(CE)" in a mathematics course

Time: 3 hrs

Student materials: Pauk, Walter: *How to Study in College.* Houghton-Mifflin Co. 110 Tremont St., Boston, Mass. 02107 $3.00 Chapter 16

Directions to the student: here's your assignment!

(a) Read and outline the text
(b) Develop a plan *on paper (!)* specifying how you will apply the chapter's content
(c) Discuss your plan with the instructor
(d) Apply the plan in your course in mathematics for a period of two weeks, collecting tangible evidence that you are applying the plan and it's working
(e) Discuss the result with the instructor

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or 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

→ 2/520.1 → Textbook Reading in Astronomy

Performance objective(s): To master essential reading skills in reading for maximum comprehension and retention while studying the subject of astronomy.

Prerequisite: Any course in astronomy "(CE)" *Time:* 15 hrs

Student materials: Panes, Paul B.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New York, NY 10003 $3.50

The student should first complete Chapter I: Basic Reading Skills. Next, he/she should complete Chapter IV: Readings in Astronomy, Biology, Ecology, & Physiology. The final assignment is to study an extensive passage involving an actual study assignment in his current class in astronomy; he/she should be able to master thoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 different pages of the text.

Tiger
Learning Skills
Project file

→ 2/540.1 → Chemistry Skills

Performance objective(s): to enter freshman chemistry as well prepared as a demanding teacher would have it.

Prerequisite: High School chemistry *Time:* 8 hrs

Student materials: slide rule, Drago, Russel S.: *Prerequisites for College Chemistry.* Harcourt, Brace & Jovanovich, 757 Third Ave. New York, NY 10017 $3.20.

Haiaku, Rushmore & Schnell: HOW TO GET A BANG OUT OF CHEMISTRY. (Provide by the instructor.)

Tiger Learning Skills Project file

→ 2/570.1 → Textbook Reading in Biology

Performance objective(s): To master essential reading in reading for maximum comprehension and retention while studying the subject of biology.

Prerequisite: Any course in biology "(CE)" *Time:* 15 hrs

Student materials: Panes, Paul P.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New York, NY 10003 $3.50.

The student should first complete Chapter I: Basic Reading Skills. Next, he/she should complete Chapter IV: Readings in Astronomy, Biology, Ecology, & Physiology. The final assignment is to study anextensive passage involving an actual study assignment in his current class in biology; he/she should be able to master thoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 pages of the text.

Tiger Learning Skills Project file

→ 2/570.2 → Quickie Genetics

Performance objective(s): (i) compute inheritance probabilities (ii) converse intelligently about population genetics, sex determination, and mutations.

Prerequisite: Intermediate Algebra *Time:* 20 hrs

Student materials: Baldwin, Roger E.: *Genetics.* John Wiley & Sons, Inc. 605 Third Ave, New York, NY 10016 $4.00.

Student should submit all written exercises, including the "optional" chapter on basic terminology.

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

→ 2/591.1 → Textbook Reading in Ecology and Physiology

Performance objective(s): To master essential reading in reading for maximum comprehension and retention while studying the subject of ecology.

Prerequisite: Any course in ecology or physiology. "(CE)" *Time:* 15 hrs

Student materials: Panes, Paul.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New York, NY 10003 $3.50.

The student should first complete Chapter I: Basic Reading Skills. Next, she/he should complete Chapter IV: Readings in Astronomy, Biology, Ecology, & Physiology. The final assignment is to study an extensive passage involving an actual study assignment in his current class in ecology or physiology; he/she should be able to master thoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 different pages of the text.

Tiger
Learning Skills
Project file

→ 2/910.1 → Textbook Reading in Geography

Performance objective(s): To master essential reading skills in reading for maximum comprehension and retention while studying the subject of geography

Prerequisite: Any course in geography "(CE)" *Time:* 15 hrs.

Student materials: Panes, Paul B.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New York, NY 10003 $3.50.

The student should first complete Chapter I: Basic Reading Skills. Next, he/she should complete Chapter III: Readings in History, Political Science, Economics & Geography. The final assignment is to study an extensive passage involving an actual study assignment in his current class in geography; he/she should be able to master thoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 different pages of the text.

Tiger Learning Skills
Project file

→ 2/930.1 → Textbook Reading in History

Performance objective(s): To master essential reading skills in reading for maximum comprehension and retention while studying the subject of history.

Prerequisite: Any course in history "(CE)" *Time:* 15 hrs

Student materials: Panes, Paul B.: *Reading the Textbook.* Thomas Y. Crowell Co. 201 Park Ave. S., New York, NY 10003 $3.50

The student should first complete Chapter I: Basic Reading Skills. Next, he/she should complete Chapter II: Readings in History, Political Science, Economics & Geography. The final assignment is to study an extensive passage involving an actual study assignment in his current class in history; he/she should be able to master thoroughly, at least 20 pages in one hour.

To demonstrate his attainment of the unit's objective, he/she should complete an hour's study in the Open Classroom under minimum supervision, mastering observably, the content of 20 different pages of the text.

Tiger Learning Skills
Project file

→ 2/930.2 → Historical Method

Performance objective(s): conduct historical research

Prerequisite: basic coursework in world history (eq. "world civ") *Time:* 27 hrs

Student materials: Shafer,R.J.: *A Guide to Historical Method.* Dorsey Press, Homewood, Ill. 60456 $6.00.

Student should detail-outline all eight chapters.

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

→ 3/000.1 → Research

Performance objective(s): (i) recall in actual research situations salient points about academic research (ii) begin conducting research within a framework of conventional, systematic procedure

Prerequisite:

Time: 25 hrs

Student materials: Hillway, Tyrus: *Introduction to Research* Houghton-Mifflin Co. 110 Tremont St. Boston, Mass 02107 $4.00.

To demonstrate thorough reading of the text, student should submit a detailed outline.

Tiger
Learning Skills
Project file

→ 3/100.1.1 → Intermediate Philosophic Research

Performance objective(s): (i) recall in actual research situations salient points about philosophic research (ii) begin conducting research within a framework of conventional, systematic procedure

Prerequisite: (i) several courses in philosophy, some of which involved research papers (ii) ability to travel to a library with a large holdings in philosophy

Time: 9 hrs (text) 20 hrs (each library library visited) library

Student materials: Koren, Henry J. *Research in Philosophy.* Duquesne University Press, Duquesne University, Pittsburg, PA 15219 $4.00.

Student should outline the text--the following parts in detail:

Ch	ss
I	All
II	1,2
III	1
VI	All

The remaining portions' content should be listed as shown in the table of contents.

Tiger
Learning Skills
Project file

→ 3/100.1.2 →

Having completed the outline, the student should visit one or more extensive philosophic library collections, locating as many of the periodicals, references, and bibliographies as possible; in the margin of the text, for each item located, an initial (denoting the library) should be marked.

Tiger
Learning Skills
Project file

→ 3/100.2.1 → Advanced Philosophic Research

Performance objective(s): locate from notes all major philosophic references

Prerequisite: Basic & advanced philosophic research (2/100.2, 3/100.1)

Time: 15 hrs (considerable calender may be required)

Student materials:

Degeorge, Robert T.: *A Guide to Philosophical Bibliography & Research.* Appleton-Century-Crofts, Education Division, Meridith Corporation, 440 Park Ave. South, New York, NY 10016 $4.00.

Student should locate all items listed in chapters 1-9; the location may be marked in the text, with a supplemental list, keyed to the text as needed.

To demonstrate thoughtful reading of chapter 10, the student should write a paragraph for each entry, stating in positive terms, the personal significance of the subject.

For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

→ 4/6.1 → Told Like It Really Is

Performance objective(s): approach large institutions with a perspective which enables the maintenance of self-identify

Prerequisite: *Time:* 20 hrs

Student materials: Barclay, Crano, Thornton & Werner: *How to Do A University.* John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016

Student should demonstrate thorough reading of the text by:
(1) submitting a "Harvard Outline" of the text
(2) writing a brief paper giving criticisim of advice in the text *considered from his/her own circumstances.*

Tiger
Learning Skills
Project file

→ →

Performance objective(s):

Prerequisite: *Time:*

Student materials:

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or 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills

ADVANCED LISTENING WORKSHEET

At the end of this study, you should be able to listen with a high degree of sophistication:

--overcoming severe distractions

--detecting central ideas presented in four kinds of frequently occurring sequences: time, problem, space, enumeration

--maintaining emotional control in face of moderate to severe provocation

--evaluating the spoken word for its retention-value and validity

RATIONALE: You have already noted the effects of raising your listening competence. Perhaps you have noted the difference between your own listening performance and that of others. Many good listeners become impatient with poor listeners; be warned that you may become furthur irritated at your non-listening friends as you acquire more listening skill.

As a scholar, you should not only appreciate the importance of extended listening skill, but of mastering the principles which explain why this program works. You will find the readings assigned will lead you to a broader understand of the learning process and of human communication.

By mastering the principles involved, you will be able to discuss listening problems with other people and help correct a dangerous flaw in our society's communication.

REQUIRED MATERIALS: Ralph G. Nichols: Complete Course in Listening--Conferee Workbook. N. Y. Dun & Bradstreet, Inc. 1971. $4

( ) Read your workbook, p. i.

PRETEST: At the library, check out: Advanced Learning Skills: Pretest. Use the Pretest answersheet to score the test. Your raw score, multiplied by .85 = percentile score.

LEARNING PROCEDURE: Open your workbook to the table of contents.

There are five lessons in this module. Each corresponds to a cassette recording. As you do each lesson, isten to the recording and complete the tests before doing the reading assignments. In addition to the readings in the workbook, there will be two books from which short readings are assigned:

Nichols: Ralph G. Are You Listening? McGraw-Hill, 1957.

Bormann, Ernest G.: Interpersonal Communication in the Modern Organization. Prentice-Hall, 1969.

Lesson	Answer Scramble Code for Test					Textbook Reading Assignment*	
	1	2	3	4	5	Are You Listening?	Interpersonal Communication
1	(None: introduction)					1-55, 77-84, 104-112, 141-222	167-198
2	4S	3S	2S	1S	3&4T	55-64	3-18, 199-200
3	3R	4R	1P	2P	1&2R	65-76, 113-125	200-201
4	1N	2N	3N	4N	1&2N	50-51, 89-103	201-202
5	4L	1K	2K	3&4K	3&4P	55-64, 85-88, 126-140	203-221

For the post-test, see the instructor; bring your textbook.

*Available at the Library Reserve Desk.

Tiger
Learning Skills

HOW TO GET A BANG OUT OF CHEMISTRY
by Hideo Haiaku, Lord Roger Rushmore,
& Sandor Schnell--Skagit Valley College

OBJECTIVES:

When you complete this special unit of instruction, you should be able to demonstrate a knowledge of the facts and skills a college chemistry major is expected to have mastered as he begins his college work.

By mastering the content of this unit, a student who wishes to learn chemistry can assure himself that he enters his study with the knowledge that is accepted as the "beginning point" of college work in that field. Since he will have that thoroughly identified and mastered, he will be free to concentrate on the new material he encounters.

The student can contribute to the interest and value of his lower-division work if he cna convince his instructor of this mastery. If the instructor believes that he has mastered the basic factual data and skills, then he can offer the student more stimulating advanced work. By freeing the instructor from the necessity of re-doing fundamentals, you may make it possible for him to take you further into the study of chemistry than would otherwise be possible.

PRETEST

Ask the instructor for a copy of the Chemistry Learning Skill A-project Examination.

Using a pencil, scratch paper, and your slide rule, take this test.

Write your pretest score here_____.

(You will use the same test for a post-test and are required to make a score of 23 correct.)

LEARNING PROCEDURE

Lesson I.

At the end of this lesson, you should be able to:

( ) approach problem-solving in chemistry systematically
( ) use exponents and significant figure rules to abbreviate awkwardly long numerals
( ) express quantities in metric terms
( ) perform simple algebraic computations

Read PCC, Chapter 1 working all self-tests as you encounter them. Then do the exercises at the end of Chapter 1; then chick your answers against the answers in the back of the book. you should score 90%; if you don't, do the assignment over

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Lesson II.

At the end of this lesson, you should be able to:

( ) recite from memory and apply some definitions of chemical terms
( ) compute molecular weights
( ) determine percents of composition

Read PCC, Chapter 2, working all self-tests as you encounter them. Do the exercises at the end of the chapter and check the result against the answers at the back of the book. If you didn't make 90% correct, do the lesson over again. (Note: We will eliminate this remark in instructions for subsequent lessons--you're supposed to get the idea by now.)

Lesson III

At the endoof this lesson, you should be able to:

( ) translate common-language descriptions of chemical reactions into chemists' shorthand
( ) balance chemical equations
( ) solve problems of the following kind: weight-weight, weight-mole, excess, percent yield

Read PCC, Chapter 3.

Lesson IV.

At the end of this lesson, you should be able to:

( ) write from memory, the important assumptions and equations of kinetic theory
( ) solve simple problems involving pressure, volume, and temperature relationships

PCC, Chapter 4. As you encounter them in your reading, memorize:

--main assumptions of kinetic theory of gases, p. 45
--kinetic energy equation, p. 45
--pressure-temperature equation, p.49
--the combined pressure-volume-temperature equation, p.50

Lesson V.

At the end of this lesson, you should be able to:

( ) recall from memory, the fundamental particles of matter and their important characteristics
( ) interpret the information found in a basic periodic table
( ) sketch models of atoms

PCC, Chapter 5. Memorize:

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--Table 5-1
--Summary, p. 64
--Equation, p. 65
--Table 5-2
--Table 5-4

Lesson VI.

At the end of this lesson, you should be able to:

( ) apply the terms of chemical bonding correctly
( ) predict the formulas of simple compounds
( ) describe resonance hybrids with chemical notation

PCC, Chapter 6. Memorize:

--rules, p. 82
--

Lesson VII.

At the end of this lesson, you should be able to:

( ) keep track of number of electrons in a molecule, using oxydation state numbers
( ) recall from memory, the nomenclature of simple binary compounds
( ) recall from memory, the names of some oxyacids and their corresponding aninons

PCC, Chapter 7. Memorize:

--lists on pages 97 and 98.
--nomenclature of binary compounds, p. 101
--all terminology aids given in the chapter

When you complete this unit, you should read through the glossary pp. 132-145. While you will not be required to reproduce the definitions of the terms from memory as you begin studies in chemistry, it will make your listening tasks much easier if you don't have to stop your thought processes to try to remember what these terms mean.

As you listen to lectures, use the recall of the glossary for mental recapitulations.

POST-TEST.

Ask the instructor for a copy of the Chemistry Learning Skill A-project Examination.

Using a pencil, scratch paper, and your slide rule, take this test.

Write your post-test score here _____. Compare it with your pre-test score.
If you made a score of 23 correct, you have passed this unit of instruction.

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 1 4 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGES